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ABSTRACT

In 1989, Saddleback College (SC) and nine other California community colleges were selected for an on-site review of the uses and benefits of Assembly Bill (AB) 1725 faculty and staff development funds. The materials in this report describe the process and criteria used by the Saddleback College Faculty and Staff Development Committee to allocate funds. The specific goals of the college's three employee segments (i.e., administration/classified leadership, faculty, and classified staff) are also reviewed. The first section of the report presents SC's comprehensive plan for faculty and staff development, focusing on the four components specified by AB 1725: (1) formation of a collegewide advisory committee, representing all segments of the staff; (2) implementation and review of needs assessments to determine faculty and staff interests and requirements for professional growth and development; (3) formulation of a comprehensive plan for professional development for all segments of the college staff; and (4) identification of expenditures for faculty and staff development undertaken in 1988-89. The next section contains forms and instructions for applying for AB 1725 staff development funds. The third section presents the results of needs assessment surveys of faculty, administrators, and classified staff, indicating that for faculty the greatest emphasis was on funding of conferences, workshops, and industry visitations, followed by funding for invited lecturers, faculty-presented workshops, and mini-courses. Administrators were most interested in computer training, and seminar or workshops on management principles, conflict resolution, time management, and budget development. Classified staff expressed interest in on- and off-campus workshops, and computer training. For each employee group, the report includes costs estimates for development programs and the questionnaire. The final section focuses on 1988-89 expenditures of AB 1725 monies, indicating that $34,152 of the total allocation of $62,903 for faculty and staff development was expended within the fiscal year. (JMC)

Saddleback College

ED316267

COMPREHENSIVE PLAN

FOR AB 1725

FACULTY AND STAFF DEVELOPMENT FUNDS

1989-90

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MATERIALS FOR SITE VISIT AND REVIEW

NOVEMBER, 1989

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Saddleback College

INTRODUCTION

Saddleback College was selected among ten California community colleges for an on-site review of the uses and benefits of AB 1725 faculty and staff development funds. This special allocation of funds from the state, first received in the spring semester 1989, has continued to supplement the college's overall program of professional development in 1989-90.

The materials provided in this document describe the process and the allocation determinations of the Saddleback College Faculty and Staff Development Committee as well as the specific goals of the college's three employee segments: faculty, administration/classified leadership and classified staff.

This report contains four sections:

- Comprehensive Plan
- Application Forms
- Needs Assessments
- Previous Year Expenditures

Because Saddleback College has an enduring commitment to providing professional development opportunities, the institution's experience with the AB 1725 allocation has been entirely positive. All segments of the college community have benefited from the increased level of investment in professional development that AB 1725 has provided. We are, therefore, pleased to share our experience with this unique funding initiative for the community college segment of higher education in California.

Constance M. Carroll
President

John Allen
Academic Senate President

Paul Schramel
Classified Senate President

SADDLEBACK COLLEGE

AB 1725 FACULTY AND STAFF DEVELOPMENT

COMPREHENSIVE PLAN

ACADEMIC YEAR 1989-90

I. OVERVIEW

The passage of AB 1725 brought numerous benefits to community colleges in their effort both to become and be recognized as a full partner in the California higher education community. Among the positive provisions of this legislation was a special initiative, accompanied by funding, in the area of professional development for members of the faculty, administration and classified staff. The Saddleback College community applauds this new support for professional development because it acknowledges that faculty and staff development programs represent the most important type of investment that can be made in ensuring the high quality of any institution of higher education. This is particularly important in a community college environment since this segment of higher education has traditionally had less access to federal research grants and other professional or entitlement awards than is the case for four-year colleges and universities.

As part of its institutional philosophy, Saddleback College assigns high value to the professional development of its entire staff. Thus, despite financial constraints affecting California community colleges in recent years, the college has managed to ensure the availability of professional development support in its annual budgets, often at the direct expense of other institutional priorities. College divisions were encouraged to budget for faculty and administrators' attendance at professional conferences, workshops and seminars. The collegewide budget has traditionally provided support for attendance at national and state conventions as well as in-service programs on campus. Finally, the Academic Senate and the Classified Senate each have maintained budgetary accounts for funding their constituents' professional development needs on a competitive basis. These budgetary commitments, along with the district sabbatical program, have enabled Saddleback College to keep professional development in the forefront of its annual activities.

The AB 1725 funding for faculty and staff development has provided an invaluable resource to Saddleback College by allowing the institution to supplement its overall program of professional development. The provisions of this legislation have also provided a useful framework and guidelines for the process of structuring the professional development program with an eye to clear program goals and increased accountability. Following its positive experience with the first award of faculty and staff development funds in the spring semester 1989, Saddleback College has elected to continue both the process and the goals adopted for the first award in its comprehensive plan for professional development in 1989-90.

In preparing the 1989-90 comprehensive plan, Saddleback College addressed the four components specified by AB 1725:

1. Formation of a collegewide Advisory Committee, representing all segments of the staff.

2. Implementation and review of needs assessments to determine faculty and staff interests and requirements for professional growth and development.

3. Formulation of a comprehensive plan for professional development for all segments of the college staff.

4. Identification of expenditures for faculty and staff development undertaken in the preceding year (1988-89).

The following sections of Saddleback College's "Request and Comprehensive Plan for AB 1725 Faculty and Staff Development Funding" address the components listed above.

II. ADVISORY COMMITTEE AND PROCESS

Following meetings of the college community in the 1988-89 academic year and many subsequent discussions, Saddleback College formed and has maintained the required collegewide Advisory Committee for faculty and staff development as specified by AB 1725. For this purpose, the college combined the Academic Senate's Faculty Development Committee, the Administration/Classified Leadership Committee and the Classified Senate's Professional Growth Committee into a single, working committee chaired by the college president. The following individuals served as members of the committee:

ADVISORY COMMITTEE MEMBERSHIP

FACULTY

John Allen (Academic Senate President)
Jan Twait, Physical Education and Athletics Division
Margaret Huang, Health Sciences and Human Services Division
Bill Weisgerber, Business Science Division
Dona Anderson, Fine Arts and Communications Division
Sheryl Schilling, Social and Behavioral Sciences Division
Miki Mikolajczak, Counseling and Special Programs Division

ADMINISTRATION/CLASSIFIED LEADERSHIP

Vern Hodge, Acting Vice President, Student Services
Don Busche, Dean, Vocational Education
Susan Gordon, Director, Community Education

CLASSIFIED STAFF

Paul Schramel (Classified Senate President)
Ruth Higgins, Financial Assistance
Alma Vanasse, Career Placement Center
Jan Ward, Career Placement Center
Ellie Hodge, Library

CHAIRPERSON

Constance M. Carroll, College President

ADVISOR

Jean Vincenzi, District AB 1725 Coordinator

The formation and process of the Advisory Committee have had two salutary outcomes at Saddleback College. First, it has ensured that planning for faculty and staff development is well informed by groups with a history and expertise in developing professional growth plans for discrete employee segments within the college. Second, it has fostered a dialogue and a sense of common purpose among groups which had functioned independently in the past. In carrying out needs assessments and in developing plans, the three groups work both individually with their constituents and as a committee-of-the-whole in regularly scheduled meetings. The result of these efforts is a comprehensive plan that has the unanimous support of the Advisory Committee.

III. NEEDS ASSESSMENT

In determining needs for professional development, two of the three representative components of the Advisory Committee utilized survey instruments and one utilized general meetings to ascertain the interests and professional needs of constituents. The results of each group of surveys were reviewed by the governance organization representing the specific group, by the Advisory Committee and by the President's Council, which is the central deliberative body of the college. Needs were identified in relationship to the nine (9) areas of funding for staff development authorized by AB 1725.

1. Improvement of teaching.
2. Maintenance of current academic and technical knowledge and skills.
3. In-service training for vocational education and employment preparation.
4. Retraining to meet changing institutional needs.
5. Intersegmental exchange programs.
6. Development of innovations in instructional and administrative techniques and program effectiveness.
7. Computer and technological proficiency programs.
8. Courses and training implementing affirmative action and upward mobility programs.
9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors.

Questionnaire and survey results were analyzed and plans were developed with these criteria in mind. The results of the needs assessment surveys are summarized below.

A. FACULTY

There were 75 respondents to the Academic Senate's initial questionnaire, sent to 245 full-time certificated and 260 associate (part-time) faculty. These responses, in addition to suggestions offered in other forums, gave the Academic Senate and the Advisory Committee good information about the faculty's priorities and needs for professional development. In the questionnaire results, five categories of needs were emphasized:

1. Increased conference attendance: professional associations and discipline-based workshops on new content and academic trends; seminars on new teaching methodologies; workshops in industry and visitations to industry; group attendance at special workshops on affirmative action and other important issues; and other off-campus professional opportunities, including visits to other community colleges and universities to review model programs of a variety of types.

2. Increased on-campus workshops: presentations on-campus by experts in various disciplines and pedagogical methods; increased number of scholarly lectures and workshops by faculty members; and mini-courses and workshops on a variety of subjects (e.g., computer-assisted instruction, critical thinking, writing-across-the-curriculum, integrating cultural diversity in the curriculum, etc.).

3. Increasing Awareness of Instructional Supportive Services: seminars and tours to acquaint faculty about student needs and support services; research projects on student needs; and training to prepare for the increased cultural and international diversity of the student body.

4. Improvement of Teaching Skills: workshops, seminars and grants in the areas of computer training and re-training of faculty in a variety of new disciplinary areas and occupational fields.

5. Computer Training and Retraining: special grants earmarked to ensure opportunities for developing and refining computer skills.

B. ADMINISTRATION/CLASSIFIED LEADERSHIP

The Administration/Classified Leadership Committee sent a questionnaire instrument to its constituent group of 34 certificated administrators, classified managers and classified supervisors, receiving 18 responses for a return of over 50%. These responses complemented other suggestions offered at administrative meetings. Responses emphasized a need for professional development in 6 areas:

1. Computer Training

2. Management Principles

3. Time Management

4. Conflict Resolution

5. Managing Multiple Demands

6. Budget Development and Management

This group wishes to prepare for and, in some cases, re-train for new administrative demands, including the need to become adept in new technologies, the need to prepare for increasing institutional complexity and the need to lead the institution toward the harmonious incorporation of changes required by the state's growing demographic diversity with the traditional approaches of higher education.

C. CLASSIFIED STAFF

The Classified Senate held special meetings to review and discuss the needs of its constituent group as evidenced by suggestions, individual requests for professional growth funds and the results of prior surveys. Via this method, the Classified Senate's needs assessment was informed by about 50% of its constituents' perspectives. Needs fell into four categories:

1. Off-campus workshops and conferences: professional organizations and seminars on new skills; visits to industry and other community colleges to learn new methods in office automation and other topics; and workshops on general professional growth subjects.

2. On-campus workshops and seminars: presentations on cultural/international diversity; video programs for the staff's ongoing information and education on a variety of subjects; grants for researching and writing manuals on professional development topics unique to the college environment; and mini-courses for the staff on new technologies.

3. Special Technological Training: specialized seminars and workshops on the application of computer and related technologies to particular work sites and staff responsibilities at the college.

4. Books and Materials: acquisition of print and non-print resource materials for the staff's reference and use in a variety of professional growth activities.

As an internal and an important segment of the college community, the classified staff has welcomed increased opportunities for professional growth and development within the institution.

IV. 1989-90 FUNDING PLAN

As stated earlier in this narrative, Saddleback College utilized the 1988-89 AB 1725 funds for faculty and staff development to supplement, rather than to supplant, the institution's basic program of professional development. The same condition applies to the 1989-90 state allocation.

The AB 1725 faculty and staff development allocation to the Saddleback Community College District in 1989-90 is projected as $94,122, for distribution to the District Office, Irvine Valley College and Saddleback College. Within the internal allocation system of the district, Saddleback College has been allocated $63,947 in AB 1725 faculty and staff development funds, which will supplement planned expenditures of approximately $300,000 in the professional development program supported by the college's general fund budget. The Saddleback College Faculty and Staff Development Advisory Committee reviewed the AB 1725 allocation during the 1989-90 budget development process and determined the following distribution of funds:

SEGMENT	ALLOCATION
Faculty	$ 48,000
Administration/Classified Leadership	5,903
Classified Staff	9,000
Collegewide Projects	1,044
TOTAL	$ 63,947

The professional development goals for each segment of the college community are described below.

A. FACULTY

- **Conferences/Off-Campus Workshops**

  It is estimated that 45 to 60 members of the faculty will benefit from additional conference funds. Emphasis in funded travel and conference participation will be upon: disciplinary meetings, seminars for the improvement of teaching skills; professional retraining in occupational subject; computer skills, training in new technologies; and meetings addressing affirmative action and cultural diversity as these considerations affect the teaching faculty.

- **In-Service/On-Campus Workshops**

  Funding will be used to support professional development activities as part of the in-service program, with an emphasis upon lecturers, faculty presenters and workshops on a variety of topics: computer-assisted instruction, writing-across-the-curriculum, uses of critical thinking methods and affirmative action strategies for faculty recruitment, to name a few topics under consideration.

- **Instructional Support Services Awareness**

  The purpose of funds in this category is to heighten the faculty's awareness of student needs and student demographics and to help the faculty become more effective in addressing such needs through a better understanding of support services available. Video programs, presenters, campus tours, cross-cultural workshops, special meetings, research projects and on-site involvement in specific service departments will be aspects of activities in this category.

- **Improvement of Teaching Skills**

  Research and experimental projects, presenters and workshops will figure into this aspect of the staff development plan. Much activity will no doubt center around training in new technologies, especially innovative uses of the computer and successful techniques for mediated instruction.

- **Computer Training and Retraining**

  Computer literacy is considered to be an essential component of the faculty member's preparation. Through mini-courses, workshops and training sessions, the college hopes to reach many more members of the faculty who are interested in developing either initial or greater computer skills.

B. **ADMINISTRATION/CLASSIFIED LEADERSHIP**

- **On-Campus Consultants and Presenters**

  Experts in various fields will be invited to conduct on-site staff development activities designed to increase overall leadership and administrative skills, to acquaint this segment of the staff with new needs and directions for community colleges and to provide assistance with college objectives and affirmative action goals.

- **Off-Campus Conferences and Activities**

  Funding will be provided for administrators' attendance at conferences designed to enhance their individual development and for special retreats designed to strengthen the full administrative team.

- **Books and Materials**

  The college will use this funding toward establishing a print and non-print "library" of materials to support the ongoing growth and development of college administrators, managers, supervisors and specialized staff.

C. **CLASSIFIED STAFF**

- **Off-Campus Workshops and Conferences**

  Since most of the workshops for this segment of the staff tend to

be local or within an easily-traveled distance, it is estimated that 40 to 80 members of the classified staff will be able to utilize this funding to attend workshops and conferences on a number of topics pertaining to their professional development. Visits to industry and to other community colleges will also be sites where the staff can learn more about new methods and applications of technologies in office automation and related skills. The staff will also encounter topics on general professional growth subjects and major issues affecting community colleges.

- **On-Campus Workshops and Seminars**

  This category of funding will enable the college to provide a variety of workshops and seminars on-campus for large numbers of staff. Mini-courses will be offered; a video resource will be prepared for the staff's ongoing orientation; and sessions will be held on topics ranging from student diversity to stress reduction.

- **Special Technological Training**

  The college in this category will develop a special mini-course, including individualized components, for the staff's benefit in learning new computer skills.

- **Books and Materials**

  The college will fund acquisitions of both print and non-print staff development materials pertinent to the needs of classified staff.

Opportunities to apply for funds to support projects in the categories of professional development have been widely publicized among all segments of the college community. Standardized forms are used in the application process for each segment. Expenditures are closely monitored and tracked. New knowledge gained and other benefits are shared within the divisions and at segmental meetings, and the three segments within the Advisory Committee have established goals this year for further improving the process for sharing the results of increased professional development activities with the college community.

V. EXPENDITURES IN THE PRECEDING YEAR

As indicated in its Expenditure Report to the California Community Colleges Chancellor's Office, Saddleback College received $62,903 in AB 1725 faculty and staff development funds in 1988-89. Because this funding was not received from the state until the spring semester was well underway, it was not possible to utilize the entire allocation prior to June 30, 1989, without seriously disrupting teaching schedules and other planned activities.

$34,152 was expended within the 1988-89 fiscal year. $28,751 was carried over and expended in summer and early fall of the 1989-90 fiscal year. In addition to the AB 1725 faculty and staff development funding in 1988-89, the college expended for professional development purposes $330,398 from the general fund, $8,579 in categorical funding, and $7,885 in one-time grants, for a total expenditure of $381,014.

APPLICATION FORMS

Saddleback College Academic Senate
28000 Marguerite Parkway • Mission Viejo, CA 92692 • (714) 582-45

CALL FOR AB 1725 STAFF DEVELOPMENT AND COLLEGE FACULTY DEVELOPMENT PROPOSALS:

Faculty and staff development is defined for this purpose as either direct college or district services to faculty or staff; or support that helps them to improve their skills in instruction, advising, assessing student progress, and developing curricula; or that which improves student services or staff job performance; or helps faculty to conduct research or other scholarly or creative work, and/or to stay current in their field or discipline.

Based on the Faculty Development Committee survey conducted last year, the following categories of projects have been established (see next page for a description of each category):

Conferences/Off-Campus Workshops
Inservice/Off-Campus Workshops
Instructional Support Services Awareness
Improvement of Teaching Skills
Computer Training and Retraining
Projects Which Would Benefit Two or More of the Three Staff Development Groups: Faculty, Administrative, Classified

"Professional Pay" will be compensated according the certificated contract guidelines: one contact hour for three hours of non-instructional work.

The budget delineation on the back of the grant application should be clearly tied to the objectives and be justified.

Review and evaluation of the proposals by the Faculty Development Committee will be based on the following weighted scale: Need - 12 points, Benefits to Students, College, District or Community - 12 points, Procedures/Activities - 6 points, and Appropriateness of Budget - 6 points. All proposals should be clear and concise.

APPLICATION DEADLINE: SEPTEMBER 29, 1989

SUBMIT PROPOSALS TO: JAN TWAIT, PHYSICAL EDUCATION

Description of Categories:

Conferences/Off-Campus Workshops
Emphasis in funded travel and conference participation will be for: meetings in the faculty member's discipline; seminars for the improvement of teaching skills; acquisition of computer skills or new technologies; and meetings addressing affirmative action and cultural diversity as these considerations affect the teaching faculty.

Inservice/On-Campus Workshops
Funding will be allocated to support professional development activities as part of the inservice program, with an emphasis upon lectures, faculty presenters and workshops on a variety of topics: computer-assisted instruction, writing-across-the-curriculum, integrating cultural diversity in the curriculum, teaching critical thinking, new teaching methods and affirmative action strategies for faculty recruitment, to mention a few.

Instructional Support Services Awareness
The purpose of this category is to heighten the faculty's awareness of student needs and student demographics, and to help faculty to become more effective in addressing such needs through a better understanding of support services available. Video programs, presenters, campus tours, cross-cultural workshops, special meetings, research projects and on-site involvement in specific service departments are appropriate activities.

Improvement of Teaching Skills
Research and experimental projects, and the sharing of information gained and presenting this information during workshops are appropriate to this area. Also included, would be training in new technologies, especially innovative uses of the computer and successful techniques for mediated instruction.

Computer Training and Retraining
Computer literacy is considered to be an essential component of many faculty member's preparation. Through mini-courses, workshops and training sessions, the college hopes to reach many more members of the faculty who are interested in developing either initial or advanced computer skills.

In summary, AB 1725 authorizes funding for: 1) Improvement of teaching, 2) Maintenance of skills, 3) Inservice training for vocational education, 4) Retraining to meet changing institutional needs, 5) Intersegemental programs, 6) Development of innovations in instructional techniques, 7) Computer and technological proficiency programs, and 8) Training in implementing affirmative action and upward mobility programs.

Possible Staff Development Projects

Some folks have suggested that it would be helpful to local committees (which tend to be newly formed as well as newly endowed with AB1725 $$) if we would provide a quick set of suggestions for possible funded projects. Here, in no particular order, goes:

1) Send faculty to the California Great Teachers Seminar
2) Sponsor a GTS of your own
3) Send administrators to the California Administrative Leadership Seminar
4) Sponsor a local or regional "CALS"
5) Check the CACC News for upcoming conferences - Research, Institutional Effectiveness, Leadership 2000, New Majority Leadership, etc.
6) Set up a follow-up local or regional shared governance colloquium like the recent Educational Leadership Colloquium
7) Prepare classified staff for college governance
8) Set up a "Classified Senate" - by whatever name
9) Send someone to an Instructional Skills Workshop meeting
10) Invite the ISW people to your campus
11) Send a full faculty team to the April Academic Senate Session
12) Develop workshops to prepare college for changing demographics - Affirmative Action programs, ESL, etc.
13) Beef up your Flex Day program(s). Bring in more outsiders. Send local folk to steal ideas elsewhere
14) Get on the Flex Calendar if you aren't already. It's a proven staff development delivery tool
15) Set up a Teaching Resource Center - another prime delivery tool
16) Train people for new hiring, tenure review, credentialing responsibilities
17) Develop a system of rewards and recognition for excellent staff, faculty and administrators
18) Hire a consultant to come brainstorm ideas with you
19) Set up department or division retreats
20) Try district retreats in multi-college districts
21) Set up or improve your new faculty orientation (we'll be doing lots of hiring!)
22) Do the same for your part-time faculty
23) Set up inservice meetings - pay part-timers to come
24) Train people to write grants
25) Work up various "Across the Curriculum" projects - writing, reading, critical thinking, cheating? . . . .
26) Complete Title V training and reviews
27) Train folks to develop new curriculum
28) Send people to the March Staff Development Conferences
29) Buy instructional computers . . . and software . . . and train staff to use them
30) Set up a reward system for faculty who have "maxed out" in the salary schedule
31) Have joint meetings with local feeder high school faculty
32) Beef up your conference and travel fund
33) Increase your sabbaticals, administrative leaves, educational leaves
34) Provide full pay for faculty on sabbatical
35) Don't forget to support categorically funded staff (EOPS, DSPS, etc) in your programs

That's a start. If you would like more information (and/or would like to share some other good ideas, please contact Mike McHargue at Foothill College, (415) 960-4202.

(over)

New Improved Professional Development Ideas

1. Conduct training in and support for Classroom Research - Patricia Cross' important new program that focuses on student *learning*
2. Conduct training in and support for other research
3. Conduct training in and support for professional writing
4. Support substitute pay for people involved in staff development activities
5. Allow new faculty to have reduced teaching load during their first term and provide teaching/faculty training workshops for them
6. Promote retraining through paid leaves, tuition or training assistance
7. Allow unpaid leaves for consulting work
8. Provide reassigned time and/or stipends to support:
   - taking courses (at own college or elsewhere)
   - grant writing courses and grant writing
   - orienting new full-time or part-time faculty
   - mentoring new full-time or part-time faculty
   - work in the community or with local high schools
   - work in different departments or areas of the college
   - develop new courses/curriculum
   - team teaching or other innovative teaching techniques
9. Invite a visiting scholar/author/artist to be at your campus (Share the cost with other institutions?)
10. Provide staff counseling on professional development/professional concerns/retirement
11. Arrange college-wide/division/department/theme retreats—or themeless ones
12. Support fitness/wellness programs and courses
13. Arrange "role exchanges" to see how the "other half" lives
14. Set up "quality circles" to improve college productivity and efficiency
15. Have an ombudsperson to achieve same ends
16. Host working breakfasts or luncheons to break new ground and stereotypes while breaking bread
17. Develop a recognition program that is very *in*clusive - administrator/teacher/staff member of the *week* or *month* - not just the year
18. Provide money for local college innovation grants
19. Purchase computer software for staff training
20. Allow faculty to "bank" hours/courses in order to set up a mini-sabbatical -- or, with more time banked, a *full* one
21. Initiate or upgrade a Staff Development *Newsletter*
22. Attend or host a local or regional conference
23. Support faculty who serve as curriculum consultants at local high schools
24. Establish curriculum articulation and teaching liaisons with universities, high schools and other community colleges
25. Establish college forums to discuss world issues, "Great Books," current events, recent publications, art reviews, etc.
26. Invite community experts and laypersons to campus for dialogue, feedback, "new eyes" ideas
27. Support staff for group travel or attendance at local cultural events
28. Provide free tickets to college educational or cultural events
29. Provide workshops or training to:
   - prepare faculty for expanded governance role under AB 1725 such as hiring, tenure review, peer evaluation
   - enhance computer literacy among entire staff
   - improve administrative skills for managers
   - improve telephone, computer, "people" skills for classified

   (There are *many* possibilities here. Check any good Flex Program.)
30. Attend FACCC workshops. And ACCCA workshops. And their conferences
31. Attend CB unit conferences and workshops

(over)

SADDLEBACK COLLEGE STAFF DEVELOPMENT(AB1725) & FACULTY DEVELOPMENT FUND PROPOSAL

Proposal Submitted by: _____
Full Time: _____ Associate Faculty: _____ OSH: _____

Division: _____ Discipline: _____
Please Check Which Category You Are Applying For:

___ Conference/Off-Campus Workshop
___ In-Service/On-Campus Workshop
___ Instructional Support Service Awareness
___ Improvement of Teaching Skills
___ Computer Training/Retraining
___ Faculty/ Administrator/Classified Project Coordination

Proposed Project (Title): _____
Project Description:

If more space is needed, attach additional pages (3 max)

Need:

Objectives:

Procedures/Activities:

Benefits to Students, College, District or Community:

Start Date of Project: _____ End Date of Project: _____

TOTAL BUDGET AMOUNT: _____ (Itemize budget on back)
Would you be willing to accept less money? YES ____ NO ____
Is your project going to be funded jointly? YES ____ NO ____
If so, please indicate source of funding and amount:

An abstract of your project must be submitted upon completion of project.

Division Dean's Signature of Review: _____

If awarded these monies, I understand that this project is not covered under the provisions of California Ed. Code 87482.5, (i.e., compensation for this project cannot affect full-time status of temporary employees).

_____
Signature

TENTATIVE BUDGET

(Please indicate the amounts for those categories that apply)

1. **Conferences** (attach a xerox copy of conference brochure)

   a. Travel ..... $_____

   b. Lodging ..... $_____

   c. Meals ..... $_____ (Max amount/meal: $7.50 Brkfst, $9.50 Lunch, $18.00 Dinner)

   d. Registration ..... $_____

   e. Substitute Needed: YES ____ NO ____; If Yes, number of hours: _____
   (do not include hours in tentative budget)

2. **Supplies**

   a. Office supplies ..... $_____

   b. Duplicating ..... $_____

   c. Reference books ..... $_____

3. **Mileage** ..... $_____

4. **General Contract Services**

   a. Printing ..... $_____

   b. Other ..... $_____

5. **Postage** ..... $_____

6. **Professional Pay** ..... $_____ (= ___ hrs X $40 / 3)
   (Payment is based on 1 contact hour = 3 hours of non-instructional work)

7. **Clerical Support** ..... $_____

8. **Other** ..... $_____

   TOTAL ..... $_____

COMMITTEE ACTION: _____

_____	_____	_____
Jan Twait, Committee Chair	John Allen, Senate President	Constance Carroll, President

SADDLEBACK COLLEGE
ADMINISTRATION/CLASSIFIED LEADERSHIP DEVELOPMENT FUND
CONFERENCE PROPOSAL

Proposal Submitted By:_____ **Date:**_____

Division:_____

Conference Title_____

Date(s)_____

Conference Description (Attach a brochure if available):_____

Statement of Benefit to Your Position and/or the College:_____

Total Budget Amount Requested: $_____(Itemize budget on back)

What Other Sources of Funding Are Provided?:

Budget_____

Amount $_____

_____
Applicant's Signature

Administration/Classified Leadership Development Committee Action:

_____

_____
Chair, Administration/Classified Leadership Development Committee

Constance M. Carroll, President

TENATATIVE BUDGET

Please indicate the amounts for those categories that apply

1. Conferences

   A. Travel $_____

   B. Lodging $_____

   C. Meals $_____
   (Maximum allowable)
   Breakfast $7.50
   Lunch $9.50
   Dinner $18.00

   D. Registration $_____

2. Mileage $_____

SUB TOTAL $_____

Less Other Sources of Funding $_____

TOTAL AMOUNT REQUESTED $_____

RETURN BY WEDNESDAY, FEBRUARY 15 OR THURSDAY, MARCH 23 TO:

Vern Hodge, Dean
Student Development
SA-3

Saddleback College

MEMORANDUM

PROFESSIONAL GROWTH APPLICATION FORM

(SADDLEBACK COLLEGE ONLY)

Date:_____

Name:_____Extension:_____

Department:_____

Title:_____

Event:_____

Date(s): From:_____Thru:_____

Cost:

Have you participated in Saddleback College's Professional Growth Program this year?
Yes:_____No:_____

Please explain how this request can benefit you in your present position.

_____

_____

_____

_____

_____

Supervisors signature of approval:_____

Please send "this form" along with a "Request to Attend" signed by you, Requisition (if requested at least one month in advance) and a copy of the "Brochure" with details of the conference to the attention of Jan Ward, Placement, Ext. 4569

The Classified Senate will review you request for use of funds, and you will be notified of approval or denial as soon as possible.

FORM MUST BE SUBMITTED AT LEAST ONE MONTH IN ADVANCE

NEEDS ASSESSMENTS

Saddleback College Academic Senate

28000 Marguerite Parkway • Mission Viejo, CA 92692 • (714) 582-4500

TO: ALL FACULTY

FROM: THE FACULTY DEVELOPMENT COMMITTEE (The Senate representation on the Staff Development Advisory Committee)

RE: NEEDS ASSESSMENT **(This may mean MONEY to you!)**

DATE: NOVEMBER 16, 1988

The new Community College legislation (AB 1725) includes a professional growth and development component for all staff, with a budgeted amount of five million ($5,000,000) dollars for this current academic year, available on January 1, 1989. Each Community College will receive a block grant of five thousand ($5,000) dollars, with provision to apply for an additional amount at the rate of $7.14 per A.D.A. This equates to approximately sixty-three thousand ($63,000) dollars for Saddleback College staff development (including faculty, classified, and administrative staff). After a spirited discussion, the Advisory Committee agreed to fund forty-eight thousand ($48,000) dollars to the faculty for staff development needs. One essential stipulation for funding by the State is that a needs assessment be incorporated into each college's plan. The attached survey is intended to be the vehicle for facilitating this assessment.

The information from this survey will be part of the "grant" application to the State. We will also use it to develop criteria for selecting future faculty proposals. PLEASE check those items important to you in each category on the attached sheet. The range is 1 (not important) to 5 (most important). Please include any additional ideas or comments; attach an extra sheet if necessary. Return the survey by November 30 to JAN TWAIT, PHYSICAL EDUCATION, Faculty Development Chair.

THANK YOU FOR YOUR INPUT AT THIS BUSY TIME OF YEAR !

PLEASE INDICATE YOUR SPECIFIC NEED OR IDEAS ON THE LINES BELOW.

IMPROVEMENTS OF TEACHING SKILLS

	Not Important---Most Important 1	2	3	4	5
Coursework					
Other					

CONFERENCES

	1	2	3	4	5
Workshops					
Seminars					
Institutes					
Industry Visitation					
Other					

ON-CAMPUS IN-SERVICE SEMINARS DURING THE SEMESTERS

	1	2	3	4	5
Invited Lecturers					
Faculty Presented Workshops					
Mini-Courses					
Other					

COMPUTER TRAINING, RETRAINING

	1	2	3	4	5
Other					

INSTRUCTIONAL SUPPORTIVE SERVICES AWARENESS

	1	2	3	4	5
Seminars for Instructors					
Example: Reading/Writing Lab					
Counseling/Financial Assistance					
Career Assessment/Special Services					
Other					

ANY OTHER??

AB 1725 NEEDS IDENTIFIED BY FACULTY

PROPOSALS SUBMITTED WITH SURVEY

Computerized Knowledge Center - Fred Weber

Articulation/Partnership Program (College Prep.) - J. Swartzbaugh

SUGGESTIONS BY FACULTY FOR ON-CAMPUS ACTIVITIES

ON-CAMPUS IN-SERVICE SEMINARS DURING THE SEMESTER

Invited Lecturers (Selected by Faculty) (Futurists)

Faculty Presented Workshops (Marilyn Bates/Improving Teaching Skills)

Mini-Courses;

Teaching Techniques Workshops

Physical Fitness

Cardio-Pulmonary Resusitation

Health Awareness

Networking Full-Time and Associate Faculty

COMPUTER TRAINING AND RETRAINING

Updating

Specific Software Packages

Program Assistance to Design

How to do ..... with Specific Machines and Printers

Uses of Micro to Support Instructor

II. Types of Programs and Activities Proposed

Survey of types of programs and activities proposed was; 1) included in the needs survey, and 2) responses to interviews of randomly selected faculty members in all divisions.

The findings revealed;

1) From the survey:

Greatest emphasis was for funding of conferences, workshops, seminars, industry visitation, and so on.

Second in importance was funding for invited lecturers, faculty presented workshops, mini-courses and special topic areas.

Third in ranking was the area for instructional supportive services awareness (specifically, seminars for instructors).

Fourth (equal rankings) were the areas for improvements of teaching skills and computer training, retraining.

2) From the written comments;

"Marilyn Bates would be an excellent speaker in the area for improving teaching skills."

"We need one fully funded conference per year!"

"Invited lecturers should be chosen by the faculty"

"On-campus computer training, retraining could be provided by the Math-Science-Engineering Division (Computer Techs - Mike and Mark)"

"Research projects should be done that relate directly to improvement of instruction and/or services to students at Saddleback College. For example: visit other colleges and relate how they are handling problems."

"I feel these items are 10 times more important than any other staff development. Why not let individuals choose how to spend money from an approved list of options, rather than having a committee or the Senate choose for us. Aftr taking a limited amount for in-service, divide the rest up on a per-capita basis and distribute it to the departments to let them work out and distribute plans for individuals. Get the money as close to the classroom as fast as possible!"

III. Estimated Costs

(Based upon probable number of awardees, programs, etc.)

A.	Conferences	$18,000
B.	On-Campus In-Service Seminars	10,000
C.	Instructional Supportive Services Awareness	10,000
D.	Improvements of Teaching Skills	5,000
E.	Computer Training, Retraining	5,000
	Total	$48,000

IV. **Statement of Benefit to the College**

(For each category of expense)

A. Conferences (Workshops, Seminars, Institutes, Industry Visitation)

Updating of skills; Benefits students; New Technology; Helping to train faculty and students; World of Work.

B. On-Campus In-Service Seminars (Invited Lecturers, Faculty Presented Workshops, Mini Courses)

Current topics/issues; Writing across the curriculum; Instructional development resources packets for students; Teaching Styles/Learning Styles; Mentor Teachers; Retention; Study skills.

C. Instructional Supportive Services Awareness (Seminars for Instructors, Example: Reading/Writing Lab, Counseling/Financial Assistance, Career Assessment/Special Services)

Where to send students for help; Knowledge of support services available.

D. Improvement of Teaching Skills (Coursework)

Learning/Teaching Center; Innovative Methods; Research; Working in the Field; Different Paradigms; Curriculum Development; Study under Master Professors; Instructor Strategies.

E. Computer Training, Retraining (How to do .... with specific computers/printers)

Update computer literacy is essential in today's world. Support for Instructors; Program Assistance.

IMPROVEMENTS OF TEACHING SKILLS

	Not Important	Somewhat Important	Most Important
Coursework	10	8	43
Other: (Written Comments)			
Counseling Skills			1
Innovative Methods			1
Short Courses Off-Campus			1
A/V Courses			1
Time to Develop New Courses			1
Reassign Time for Independent Study and Scholarly Research			1
Research			1
Working in Field			1
Different Paradigms (Teaching/Learning)			1
Individual Curriculum Development			1
Study under Master Professors			1
Instructor Strategies			1
Sabbatical Leaves			1
Community Involvement in Teaching Discipline			1
Creation of Work Related to Teaching			1
Teaching Skills for Basic level and Development level courses			1

CONFERENCES

	Not Important	Somewhat Important	Most Important
Workshops	6	5	53
Seminars	7	6	51
Institutes	12	15	31
Industry Visitation	17	14	24
Other: (Written Comments)			
Leadership			1
Famous Specialists			1
Education in the Future			1
Networking of Instructors at Saddleback College & others			1

ON-CAMPUS IN-SERVICE SEMINARS DURING THE SEMESTERS

	Not Important	Somewhat Important	Most Important
Invited Lectuers	16	11	39
Faculty Presented Workshops	10	16	39
Mini-Courses	15	12	34
Other: (Written Comments)			
Teaching Techniques Workshops			1
Lecture by Futurists			1
Physical Fitness			8
C.P.R.			2
Health Awareness			2
Networking FT & Associate Faculty			2

1988-89 Faculty and Staff Development Expenditure Report

Direct College or District Support (cont'd.)

Report actual $ amounts only

Direct College or District Support	Faculty	Administrators	Classif. Staff	Total 1988-89 Amount Expended	Source	AB 1725 Program Uses
6) Provision of supplies, equipment, or clerical support	100%			346	A	1,2
	100%			4,030	D	
7) Payments of costs associated with faculty exchanges						
8) Payment of costs for membership in professional organizations	100%			50	C	
	95%	3%	2%	8,275	D	
9) Other	100%			1,995	D	
			100%	150	A	3
Totals from pages 2, 3 & 4						
AB 1725 Money				34,152		
District Budget				330,398		
Other Categorical Programs				8,579		
One-time Grants				7,885		
Other						
Grand Total				381,014		

Source: *(please identify only one per line)*

- A = AB 1725 Money
- D = District Budget
- C = Other Categorical Programs
- G = One-time Grants
- O = Other

AB 1725 Program Uses: *(Check definition pages 7 and 8 and designate no more than two program uses for each activity line)*

- (1) = Improvement of teaching
- (2) = Maintenance of current academic and technical knowledge and skills
- (3) = In-service training for vocational education and employment preparation programs
- (4) = Retraining to meet changing institutional needs
- (5) = Intersegmental exchange programs
- (6) = Development of innovations in instructional and administrative techniques and program effectiveness
- (7) = Computer and technology proficiency programs
- (8) = Courses and training implementing affirmative action and upward mobility programs
- (9) = Other activities

COMPUTER TRAINING, RETRAINING

	Not Important	Somewhat Important	Most Important
Other: (Written Comments)			
Specific PC Software Packages			
Program Assistance to Design			
Computer Workshops, Mini-Courses			
How to do ..... with specific Machines and Printers	8	5	42
Updating			
Uses of Micro to Support Instructors			

INSTRUCTIONAL SUPPORTIVE SERVICES AWARENESS

	Not Important	Somewhat Important	Most Important
Seminars for Instructors	12	13	37
Example: Reading/Writing Lab	19	10	18
Counseling/Financial Assistance	20	15	23
Career Assessment/Special Services	21	10	28
Other: (Written Comments)			
What help is available for students if English is their second language or have very limited English skills?			1
Reentry Population (Homemakers-School-Job) Displaced Workers--Retrain at SC--New Career			1
Teaching/Counseling the Culturally Diverse Student Body			1
Faculty Computer Center for each Division			1
Grant Writing			1
LAP - Engl. 109			1
Proposal Preparation Service			1
Articulation w/ High Schools & Colleges (all Staff)			1
Matriculation			2

Saddleback College Academic Senate

28000 Marguerite Parkway • Mission Viejo, CA 92692 • (714) 582-4500

Sept. 19, 1989

To: **All Faculty**
From: **Inservice Committee**
Re: **Spring, 1990 Inservice Activities**

Planning for the Spring, 1990 inservice has begun. Several possible activities and faculty needs have been discussed by the inservice committee. Your input on these items, as well as your suggestions, will assist the committee in planning an effective inservice.

Please check those areas below you would prefer to be incorporated in the inservice schedule and return by **Friday, Oct. 6** to **Sherry Schilling** (Social and Behavioral Science), **Inservice Chair**:

____ 1. AB 1725 Update (Evaluation/Tenure, FSA's), SC and IVC faculty

____ 2. Sabbatical Presentations

____ 3. Motivational Speaker

____ 4. Health/Stress/Time Management Workshops

____ 5. Faculty Presenters (Invited Faculty Lecturer Series)

____ 6. Presentation and/or Discussion: Learning Strategies, Developing study skills college-wide

____ 7. Computer Software Applications

____ 8. Library/Media Services

____ 9. Other; Please specify below:

I am interested in serving on the Inservice Committee: ____ YES ____ NO

If YES: NAME _____ EXT. _____

Please nominate yourself or another faculty member who would be interested in participating in the Invited Faculty Lecturer Series. The topic should be of general interest, and may include a presentation on research, expertise in or outside the educational realm, innovations in teaching, changing trends within a discipline, and the like. (There is a stipend for these lectures!)

Name _____ Division _____

Topic/Area of Interest: _____
Brief Overview:

SADDLEBACK COLLEGE

Administrative, Supervisory, and Leadership Staff Development Needs Assessment

The following statements describe various approaches to staff development activities and programs that are available to community college staff members. Please respond to each statement in terms of the approaches and topics you would like included in our College Plan. Please feel free to add topics and delivery methods that are not on this list. Use additional sheets, if necessary.

	Interested	Not Interested	No Opinion	
	7	3	4	1. Enrollment in Saddleback College credit courses.
				(Identify) Physical Conditioning; word processing; desktop computers; spanish; economics; auto tech; horticulture;*
	8	1	0	2. Participation in special seminars, workshops, or "mini-courses" sponsored by Saddleback College.
A	9	3	2	Management Principles
B	4	6	3	Supervisory Training
C	8	5	2	Time Management
D	9	4	1	Conflict Resolution
E	8	4	2	Managing Multiple Demands
F	7	4	2	Business and Report Writing
G	8	6	1	Budget Development and Management
H	7	4	2	Marketing and Program Promotion
I	4	6	3	Grant Proposal Writing
J	6	6	2	Critical Thinking Skills
				Computer Training
(1)	10	4	0	Introduction to Computer Hardware and Software
(2)	5	3	1	Word Processing (Identify) District system; MS Word
(3)	6	3	1	Database (Identify) III Plus
(4)	7	2	1	Desktop Publishing Pagemaker
(5)	2	0	2	Other (Identify) Lotus 1-2-3

*Biology; History; Foods & Nutrition, math, fine arts, business administration

	Interested	Not Interested	No Opinion
A	12	0	0
B	13	0	1
C	2	7	2
D	3	4	1
	12	0	1
	7	2	1
	0	1	2

2. Participation in seminars, institutes, or courses, etc. that are:

   One half day long
   One day long
   One week long (Identify hours per day) _____
   Other (Identify) 3 days at NAEYC; courses in division subject matter.

3. Participation in staff development activities conducted by off-campus professional organizations.

   (Identify) Team Building, child abuse and other child development related activities; discipline specific technology.

4. Participation in discussion groups, workshops, conferences, etc. conducted by outside resource persons or consultants.

   (Identify) American Council on Education; conflict resolution training.

5. Other (Identify - Use additional pages if necessary)

   Would like conference away from worksite.

Collegewide account added for 89/90

NOV 2 1 1988

CLASSIFIED SENATE

November 15, 1988

The Classified Senate meeting was called to order by Ruth Higgins in the Social Science Conference Room at 3 p.m. on November 15, 1988.

Members present: Ruth Higgins, Lucia Pahan, Ellie Hodge
Norma McClellan, Penny Lewis and Jan Ward.

As a result of AB 1725 funds are available for Professional Growth for both faculty and classified staff. This meeting was called to discuss plans for those professional growth funds for the Spring 1989 semester.

After discussion the following suggestions were made:

a. Maintenance of current academic and technical knowledge and skills:

Attendance at off campus workshops
Offering classes on campus to update skills or teach a new skill;

b. In-service training for vocational education and employment preparation.

Make a video for new employees to familiarize them with services Saddleback offers to students.

Develop a program for new employees to welcome them to the campus and to let them know what the college has to offer them.

c. Retraining to meet changing institutional needs.

More guest speakers.
Workshops to update skills. ex. computer workshops, secretarial skills workshops, stress management, management skills.

d. Intersegmental exchange programs.

Exchange programs for classified employees.

e. Development of innovations in instructional and administrative techniques and program effectiveness.

Explore the possibility of providing grants to classified employees to write manuals for the various positions on campus.

f. Computer and technological proficiency programs.

Develop a computer class for classified employees geared to answer their questions and to assist them in problem solving.

g. Courses and training implementing affirmative action and upward mobility programs.

Explore the possibility of paying tuition for college education

9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors.

Paying for memberships in professional organizations which are job related.

Reimbursing classified staff for tuition paid to update or upgrade their skills.

The meeting adjourned at 4:30 p.m.

① Off campus workshops/ conf $4000
② On campus workshops/ seminar $2000
③ Update skills in computer $2000
④ Books + Materials $1000

Saddleback College

MEMORANDUM

SADDLEBACK COLLEGE CLASSIFIED STAFF QUESTIONNAIRE

	Circle one	
1. Are you aware of the Professional Growth Seminars offered on-campus?	YES	NO
2. Have you ever requested funds from the Professional Growth Committee to attend an off-campus workshop/conference?	YES	NO
3. Have you attended other Professional Growth Seminars on-campus?	YES	NO
4. Do you have an idea for a Professional Growth Seminar you would like to have on-campus? Please list below.	YES	NO

a. _____

b. _____

c. _____

d. _____

Saddleback College

MEMORANDUM

Classified Staff Survey Results

Request for Seminars dealing with the following:

Heal Your Life by Louise Hay

Nutrition and Physical Fitness

Futurology

In service for certified to explain classified staff positions

Self-Improvement

Stress

Self-Esteem

Para-Psychology

Retirement Options and Finance

Computer Workshops

PREVIOUS YEAR EXPENDITURES
(1988-89)

Attachment B

Complete this form and return by October 15, 1989 to:

Judy Walters, Specialist
Faculty and Staff Development
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814

SADDLEBACK COLLEGE

1988-89 Faculty and Staff Development Expenditure Report

Faculty and Staff Development is defined for this purpose as either direct college or district services to faculty or staff or support that helps them to improve their skills in instruction, advising, assessing student progress and development curricula; or that improves student services or staff job performance; or helps faculty to conduct research or other scholarly or creative work, and/or stay current in their field or discipline. Detailed instructions are found in the Guidelines, Attachment C.

Name of College: SADDLEBACK COLLEGE

District: Saddleback Community College District

Faculty and Staff Development Contact Person: Constance M. Carroll, President

Phone Number: (714) 582-4722

Name of Person Filling Out These Forms: Carol Hilton

Position: Budget Manager

Phone Number: (714) 582-4872

Total 1988-89 AB 1725 *(Education Code,* Section 87150*)* money allocated only for Faculty and Staff Development: $ 62,903

1988-89 Faculty and Staff Development (AB 1725*) money carried over to 1989-90: $ 28,751. (A separate reporting on the expenditure of these funds will be requested after June 30, 1990.)

Complete one set of these Expenditure Forms for each college and for the district office where applicable.

* Carry over money is money that has not been spent If it was encumbered by your Business Office by June 30, 1989, it is to be calculated as having been spent in the 1988-89 fiscal year.

1988-89 Faculty and Staff Development Expenditure Report

Direct College or District Services

Report actual $ amounts only

Direct College or District Services	Faculty	Administrators	Classif. Staff	Total 1988-89 Amount Expended	Source	AB 1725 Program Uses
1) Workshops, seminars, lectures, conferences or retreats whose expenses are paid for by college or district funds (Except flex days if applicable)		50%	50%	1,050	A	7
2) Centers of experts that work with faculty and/or staff to develop grant proposals or help improve teaching skills						
3) Computer centers that provide help to faculty or service and/or staff on the use of computers for instruction services, and/or research						
4) Media centers that work with faculty and/or staff on the use of visual aids in teaching or in professional presentations	100%			34,919	D	
5) Flex days expenses associated with workshops etc., conducted on those days	100%			1,237	D	
6) Other						

Source: *(please identify only one per line)*

- A = AB 1725 Money
- D = District Budget
- C = Other Categorical Programs
- G = One-time Grants
- O = Other

AB 1725 Program Uses: *(Check definition pages 7 and 8 and designate no more than two program uses for each activity line)*

- (1) = Improvement of teaching
- (2) = Maintenance of current academic and technical knowledge and skills
- (3) = In-service training for vocational education and employment preparation programs
- (4) = Retraining to meet changing institutional needs
- (5) = Intersegmental exchange programs
- (6) = Development of innovations in instructional and administrative techniques and program effectiveness
- (7) = Computer and technology proficiency programs
- (8) = Courses and training implementing affirmative action and upward mobility programs
- (9) = Other activities

SADDLEBACK COLLEGE

1988-89 Faculty and Staff Development Expenditure Report

Direct College or District Support

Report actual $ amounts only

Direct College or District Support	Faculty	Administrators	Classif. Staff	Total 1988-89 Amount Expended	Source	AB 1725 Program Uses
1) Reassigned time	100%			21,595	D	
2) Sabbaticals	100%			157,072	D	
3) Grants or stipends to faculty and/or staff for conducting research, developing curricula, etc	100%			8,170	A	1,2
	100%			14,002	D	
4) Payment of travel expenses for off-campus conferences dealing with professional issues	75%	12%	13%	24,436	A	1,2
	29%	71%		7,885	G	
	78%	22%		8,529	C	
	64%	24%	12%	87,273	D	
5) Payment of fees for attending courses at other institutions in order to stay current in a field or discipline						

Source: *(please identify only one per line)*

- A = AB 1725 Money
- D = District Budget
- C = Other Categorical Programs
- G = One time Grants
- O = Other

AB 1725 Program Uses: *(Check definition pages 7 and 8 and designate no more than two program uses for each activity line)*

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- (7) = Computer and technology proficiency programs
- (8) = Courses and training implementing affirmative action and upward mobility programs
- (9) = Other activities

ERIC Clearinghouse for Junior Colleges MAR 29 1990